

Course Title: French III

Topic/Concept: La Rentree

Time Allotment: 10 days

Unit Sequence: 1

Major Concepts to be learned:

1. Verb, suivre conjugation and usage
2. La rentree (beginning of school year vocab.)
3. Formation of "etre en train de"

Expected Skills to be demonstrated:

1. Word recognition of La Rentree vocabulary
2. Proper usage of the verb, suivre
3. To be able to use etre en train de formation to inductate something one is doing "right now"
4. Awareness of cultural differences in schools

PA Standards/Anchors:

Eligible Content:

12.1 B, C, D
12.3 B, C

- The proper usage of the verb, suivre, as its used when taking a class instead of prendre
- Slang school expressions
- Cultural differences in school

Instructional Strategies:

Assessments:

Lecture
Performance task
Written work
Role Play
Note taking
Flashcards,
Review games,
Study guides

- Quiz on suivre conjugation
- Listening quiz on rentree vocabulary
- Study guides for hw
- Test on entire unit

Course Title: French III

Topic/Concept: irregular verbs devoir and falloir

Time Allotment: 10 days

Unit Sequence: 2

Major Concepts to be learned:

1. Devoir conjugation
2. Falloir conjugation
3. When to use devoir vs. Falloir
4. Devoir's connotation and usage vs. Avoir's usage

Expected Skills to be demonstrated:

1. How to conjugate devoir and falloir
2. When to properly use these verbs, especially in contrast to the verb, avoir
3. To be able to put these verbs in different tenses

PA Standards/Anchors:

Eligible Content:

12.1 B, C, D
12.3 B

- A review of the verb, Avoir, and how it differs in connotation to Devoir
- How to conjugate and use devoir and falloir in various verb

Instructional Strategies:

Assessments:

Lecture
Performance task
Written work
Role Play
Note Taking
Review games
Study guides

- Quiz on devoir and falloir conjugations
- Homework
- Test on their proper usage

Course Title: French III

Topic/Concept: L'Hotel

Time Allotment: 10 days

Unit Sequence: 3

Major Concepts to be learned:

1. Hotel vocabulary
2. Cultural differences when traveling and reserving lodging/hotels

Expected Skills to be demonstrated:

1. Word recognition of hotel vocabulary
2. Cultural awareness of french hotel and traveling customs and methods
3. Dialogue in order to make a reservation

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 A, B, C

- American hotels and customs will be compared and contrasted with the French dialogue will be performed in order to make a reservation
- Hotel vocabulary

Instructional Strategies:

Assessments:

Performance task
Written work
Role Play
Oral presentation
Note Taking
Flashcards
Review games
Dialogues

- Quiz on hotel vocabulary
- Assigned dialogue
- Test on hotel unit

Course Title: French III

Topic/Concept: Dire verb and expressions

Time Allotment: 8 days

Unit Sequence: 4

Major Concepts to be learned:

1. Dire conjugation
2. Expressions with dire "dites-moi" song

Expected Skills to be demonstrated:

1. To be able to conjugate the verb, dire
2. To be able to use dire in several different tenses
3. To be able to use the different french expressions with dire
4. To understand its usage versus parler's usagesing song, dites-moi

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 B, C

- Dire conjugation
- Singing of dites -moidire vs. Parler

Instructional Strategies:

Assessments:

Lecture
Written work
Role Play
Note Taking
Study guides
Review games

- Quiz on dire conjugation
- Singing of song dites-moi
- Test on dire and expressions

Course Title: French III

Topic/Concept: La Maison

Time Allotment: 4 weeks

Unit Sequence: 5

Major Concepts to be learned:

1. Word recognition of the different rooms in the house: interieur, exterieur, le salon, la cuisine, la salle a manger, la chambre, la salle de bains
2. The cultural differences when talking about floor levels of a house or building
3. Traditional french homes

Expected Skills to be demonstrated:

1. Word recognition of house vocabulary
2. Awareness of how the french indicate upstairs and story levels of house or building
3. House labeling

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 A, B, C
12.5 B, C

- House labeling on large house poster
- Cultural differences with traditional french homes
- Word recognition of house vocabulary

Instructional Strategies:

Assessments:

Lecture
Written work
Hands-on activity
Note taking
Flashcards
Review games
Study guides
Large house poster to label

- Quiz on each individual room of house
- Classwork study guides
- House labeling
- Test on entire house

Course Title: French III

Topic/Concept: Les Vetements (clothing)

Time Allotment: 2 weeks

Unit Sequence: 6

Major Concepts to be learned:

1. Word recognition of clothing vocabulary
2. To be able to say and describe what someone is wearing
3. Awareness of some of the most famous french fashion designers (past and present)

Expected Skills to be demonstrated:

1. To be able to describe what someone is wearing (with colors too)
2. Word recognition of clothing vocab
3. Awareness of some famous french designers

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C1
2.3 A, B, C, D
12.5 B,C

- A review of French color vocabulary will be conducted in addition to learning the clothing vocabulary, we will be using the computer lab in order to learn and see designs from some famous French designers
- Students will describe what people are wearing

Instructional Strategies:

Assessments:

Lecture
Group discussion
Performance task
Research
Written work
Role Play
Note Taking
Flashcards
Review games

- Quiz on clothing vocabulary
- Listening and speaking quiz on describing what people are wearing
- Final test on entire clothing unit

Course Title: French III

Topic/Concept: Les Critiques et les Compliments expressions

Time Allotment: 2 weeks

Unit Sequence: 7

Major Concepts to be learned:

1. How to be able to compliment what someone is wearing
2. How to be able to criticise what someone is wearing
3. To learn some french idomatic expressions in reagard to compliments or critiques

Expected Skills to be demonstrated:

1. To be able to say what he/she likes or dislikes in regard to what one is wearing
2. To learn to comprehend and give compliments or critiques
3. To learn some idiomatic expressions with compliments and critiques

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D, E
12.3 A, B, C

- This unit corresponds back to the clothing and fashion unit
- The students will learn how to say and describe what they like or dislike
- Students will do a mock fashion show in order to apply new expressions

Instructional Strategies:

Assessments:

Performance task
Written work
Hands-on activity
Role Play
Oral presentation
Note taking
Flashcards
Review games
Fashion show

- Listening quiz on expressions
- Classwork study guide
- Mock fashion show as speaking grade

Course Title: French III

Topic/Concept: Les Fetes/Holiday culture

Time Allotment: 2 weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Cultural differences between American and French traditions with holidays as well as holidays only celebrated in France
2. Vocabulary words associated with each holiday
3. The dates on which holidays/ "les fetes nationales" are celebrated

Expected Skills to be demonstrated:

1. A clear understanding of the cultural differences between French and American holiday traditions
2. Learn some French Christmas songs
3. To know dates of French ONLY holidays and what they honor or celebrate
4. French holiday vocabulary

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C
12.3 A, B, C
12.5 A, B, C

- French songs/dates of holidays
- Cultural differences
- French vocabulary associated with each holiday

Instructional Strategies:

Assessments:

Lecture	Group discussion
Performance task	Written work
Hands-on activity	Role Play
Oral presentation	Note Taking
Summarizing	Computer lab activity
Songs	Class discussions
Craft project	

- Computer lab activity research
- Written quiz
- Singing french songs

Course Title: French III

Topic/Concept: Les Histoires avec "Le Petit Nicolas et les Copains"

Time Allotment: 4 weeks

Unit Sequence: 9

Major Concepts to be learned:

1. The cultural relevancy of the French story character of "Petit Nicolas" French listening comprehension and story reading skills
2. Common slang expressions used in kids' dialogues
3. Information on the French creators of Le Petit Nicolas, Sempe and Goscinny

Expected Skills to be demonstrated:

1. Reading comprehension skills
2. Listening comprehension skills
3. Learning slang expressions
4. Understanding of the "petit nicolas" character within french culture

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 A, B, C
12.5 B

- The students will read several selected short stories from "Le Petit Nicolas" series by Sempe and Goscinny
- Each story will have a corresponding study guide in order to help guide the students
- We will listen to real francophones tell the stories (on cassette) as we read along in the books

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Performance task	Written work
Oral presentation	Note Taking
Summarizing	Specific Reading
Listening to French tapes	Study guides

- Study guides with each story
- Guided practice questions
- Reading comprehension grades
- Independent reading and comprehension of a french nicolas story as a "test" grade

Course Title: French III

Topic/Concept: Les Vacances

Time Allotment: 2 weeks

Unit Sequence: 10

Major Concepts to be learned:

1. Vacation vocabulary
2. Travel procedures and cultural differences
3. Popular tourist destinations in France

Expected Skills to be demonstrated:

1. Word recognition of travel vocabulary
2. Understand cultural differences when traveling in France
3. To be able to make a travel/vacation brochure incorporating the unit's vocabulary
4. Computer lab activity to "book" a vacation in French speaking destination

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D 12.3 A, B, C, D 12.5 B, C, D	<ul style="list-style-type: none">• Vacation and travel vocabulary• Cultural differences when traveling in France• Students will make a French travel brochure in the computer lab• We will watch a French video segment on vacation rentals
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Instructional Strategies:

Assessments:

Lecture Group discussion Performance task Research Written work Role Play Note Taking Flashcards Review games Computer lab activity	<ul style="list-style-type: none">• Listening quiz on vacation/travel vocabulary• Travel brochure project "booking" a French vacation destination and virtual "field trips" in computer lab
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Course Title: French III

Topic/Concept: Les Pronoms Possessifs

Time Allotment: 2 weeks

Unit Sequence: 11

Major Concepts to be learned:

1. Understanding the correct usage of French possessive pronouns
2. To be able to replace nouns with the correct possessive pronoun
3. Proficient speaking and listening comprehension of poss. Pronouns

Expected Skills to be demonstrated:

1. Masculine vs.. Feminine possessive pronoun usage
2. Singular vs. Plural poss. Pronoun usgae
3. Speaking skills will be strongly emphasized by using the possessive pronouns correctly

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 B, C, D

- Written exercises to practice the use of possessive pronouns
- Speaking exercises in order to practice the correct usage of poss. Pronouns will be emphasized
- Singular vs. Plural and masc. Vs. Fem poss. Pronouns

Instructional Strategies:

Assessments:

Cooperative groups
Lecture
Performance task
Written work
Role Play
Oral presentation
Note taking
Speaking practice
Flashcards
Review games

- Written quiz on poss. Pronouns
- Listening and speaking grade on correct usage of poss. Pron.
- Test on all possessive pronouns

Course Title: French III

Topic/Concept: le plus-que-parfait verb tense

Time Allotment: 2 weeks

Unit Sequence: 12

Major Concepts to be learned:

1. Understand the correct formation of the French verb tense, le plus-que parfait.
2. To learn when to use this tense
3. To correctly speak, comprehend, and write le plus-que-parfait in sentences

Expected Skills to be demonstrated:

1. To know how to correctly form the plus-que-parfait
2. To be able to comprehend, speak, and write using the plus-que parfait
3. To be able to differentiate when to use the l'imparfait forms of "avoir" or "etre" as the auxiliary verb in this tense
4. To know when to make and not make agreement with the past participles

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C 12. 3 A, B	<ul style="list-style-type: none">• A review of the pluperfect verb tense in English will be required before learning le plus-que-parfait in French• A review of the verbs requiring "etre" or "avoir" is necessary• Subject, auxiliary verbs, and past participles will be used• The formation of the l'imparfait with avoir or etre will be reviewed and used in this new verb tense
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Instructional Strategies:

Assessments:

Lecture Written work Role play Study guides Listening activities	Performance task Hands-on activity Note taking Review games	<ul style="list-style-type: none">• Written and listening quizzes• Speaking activities• Study guides• Written test
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Course Title: French III

Topic/Concept: L'Histoire pour Les Enfants writing project

Time Allotment: 3 weeks

Unit Sequence: 13

Major Concepts to be learned:

1. What French quotation marks look like
2. To write dialogue in French
3. To use proper French grammar and spelling

Expected Skills to be demonstrated:

1. French format of dialogue writing
2. Proper French grammar and spelling
3. Proper editing of project
4. Writing a story with a beginning, middle, and an end

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C 12.3 A,B, D 12.5 A	<ul style="list-style-type: none">• A handout of project requirements will be given to students "Once upon a time" and other relevant expressions will be provided• Various deadline dates will be given for different stages of project
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Instructional Strategies:

Assessments:

Group discussion Written work Oral presentation Charting Computer lab activities will be used before final product	Performance task Hands-on activity Graphic organizers Outlining	<ul style="list-style-type: none">• French story map• Outline• Rough draft• Final copy
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Course Title: French III

Topic/Concept: L'Immeuble et L'Appartement and culture

Time Allotment: 3 weeks

Unit Sequence: 14

Major Concepts to be learned:

1. Word recognition of Apartment and building vocabulary
2. Cultural differences when renting and/or living in an apartment
3. How addresses are written in French

Expected Skills to be demonstrated:

1. Word recognition of apartment vocabulary
2. Word recognition of building vocabulary
3. Cultural differences

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C, D
12.3 A,B,C
12.5 C

- Building vocabulary recognition
- Apartment vocabulary recognition
- To be able to find and rent an apartment
- Cultural differences in renting or owning an apartment
- A french video excerpt of a couple looking to rent an apartment

Instructional Strategies:

Assessments:

Lecture
Group discussion
Performance task
Written work
Note Taking
Flashcards
Review games

- Written quiz on vocabulary
- Classwork study guides
- Listening activity
- Test on entire unit

Course Title: French III

Topic/Concept: Chez le Coiffeur

Time Allotment: 2 weeks

Unit Sequence: 15

Major Concepts to be learned:

1. Coiffeur vocabulary (hair dresser's)
2. How to describe someone's hair and style
3. How to ask for an appointment in french

Expected Skills to be demonstrated:

1. Students will be able to ask for an appointment "chez le coiffeur"
2. Students will be able to describe people's various hairstyles
3. Word recognition of vocabulary

PA Standards/Anchors:

Eligible Content:

12.1 A, B, C
12.3 A, B, C

- The students will learn how to ask for an appointment
- Review games to aid in word recognition of vocabulary
- Speaking practice to describe one's hair

Instructional Strategies:

Assessments:

Performance task
Written work
Role Play
Oral presentation
Note Taking
Review games
Flashcards

- Listening quiz on vocabulary with le coiffeur
- Speaking grade on calling for an appointment and describing what he/she wants
- Written test on vocabulary